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JOHN F. DASHIELL
UNIVERSITY OF NORTH CAROLINA

Radicalism-Conservatism in Student Attitudes

By

ERLAND NELSON, PH.D.

PROFESSOR OF PSYCHOLOGY,
NEWBERRY COLLEGE, S. C.

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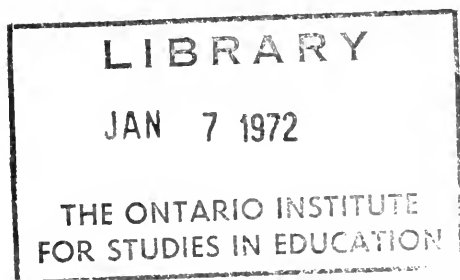
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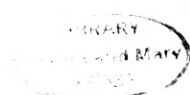
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RADICALISM-CONSERVATISM IN STUDENT ATTITUDES

RADICALISM ON THE CAMPUS?

Just how radical are the attitudes of college and university students? Judging from newspapers and popular magazine writers of recent years, American college students are not merely liberal in their views, but are more often described as radical, red, communistic, bereft of personal ideals, indeed, almost ready to abolish the constitution and invert the entire social order! These reports have not come in isolated instances. To the contrary, "great clanking chains of newspapers" (10) have repeated the allegations in season and out. That the frequency of such reports have had their effect on the public can hardly be doubted. Indeed, we already have evidence that legislators have noted a fear partly aroused. They in turn have not been slow in attempting to place the responsibility on the institutions and the teachers of youth. As a result, surprised educators have been called forth to "swear allegiance", or to submit to investigations and other procedures to "save the youth of the land".

Two criticisms may be made of these popular reports. First, they consistently fail to define terms—making for gross inconsistency. In some reports, radicalism has, by implication, meant simply a view contrary to that of the person writing. Consequently we have the interesting spectacle of some writers claiming extreme radicalism on the campus—other writers professing to see no radicalism among the same group of students. Second, the evidence for such sweeping conclusions has been pitifully meager. A small group of students are questioned or a few escapades are reported and published as evidence of student attitudes. Furthermore, in replying to these allegations, the edu-

This article is based on a research carried on in the Department of Educational Psychology at the University of Nebraska at which place a copy of the complete study is available.

cators, themselves modest in their assertions, seem also to have been rather poorly armed with proof. They, too, have published statements of authority in which they "professed to see" certain attitudes in the student population or "failed to see" any evidence of certain other attitudes.

More reliable than these popular observations are certain efforts at direct measurement of student conservatism in some field. Moore and Garrison (8) report that their students tend to avoid extremes in political views. Lentz (6) found 392 denominational college students significantly more conservative than were the 187 students in a large university. College freshmen seem more liberal than their parents according to a study of 100 freshmen reported by Stagner (14). Pihlback (11), Sowards (13), Droba (4), and Smith (12) report somewhat pacifistic attitudes among college students. Several interesting correlations are reported. Allport (1) found conservatism and prejudice positively correlated. Vetter (15) reports radical attitudes positively correlated with intelligence. The study by Eckert and Mills (5) indicates the liberal student is superior in scholastic achievement to his conservative colleagues.

That these studies have not been popularly cited in the discussion of "radicalism on the campus" may be due to one or more of several factors: (a) A number of these studies have been primarily concerned with the possible correlation between radicalism and other factors such as intelligence and scholarship and not with the question here raised. (b) The specific nature of the attitude studied such as war, communism. (c) The comparatively small number of students on which the reports are based.

Both from the standpoint of popular discussion and from that of the scientific studies made, it would seem appropriate to devote a rather extensive investigation to the question of just how radical the college student really is. Such is the purpose of the present study.

As will be noted from the following plan of study, this investigation differs from previous studies of this question in one or more respects.

1. In order to clarify meaning of terms, we shall here consider "conservative attitudes" as those which tend to retain "status quo". Liberal attitudes are those which would welcome moderate changes. The terms reactionary and radical are at the extreme ends of this dimension. We shall conceive of this dimension as continuous, from one extreme position to the other with almost imperceptible intervals intervening. In consequence, we shall not label any group as conservative or radical, but shall speak of groups near the radical end of the scale, of persons near the reactionary end, the midpoint or neutral part of the scale, or of persons on the radical side of the midpoint of the scale.

2. Since attitudes on a conservative-radical continuum involve not one or two issues, but many, the student attitude data here are based, not on a few issues, but on a total of 60 controversial items toward which an individual may take a conservative or a radical attitude. The following issues are typical of the entire test: free trade, science and religion, race toleration, capitalism, socialism, capital punishment, immigration, divorce, military training, world patriotism, communism, government ownership of natural resources, League of Nations. The necessity of a large number of areas is apparent when we consider the error possible in describing a group as conservative on the basis of a few issues. Obviously the conservatives in certain areas may be the radicals in other fields and yet such data indicate a spurious conservatism.

3. For this investigation, we have chosen the Lentz C-R Opinionnaire, Form "K". Since the construction of the Opinionnaire is fully described in the Manual (6) we merely mention the significance of the scores. The reliability of the scale is .837. On a re-test study (7), Lentz found a reliability of .94. The validity of the scale is based on self-ratings, judges, and significant overt acts of various types. The scores here considered may range from a possible zero, most radical, to a possible 60, most reactionary. The mid-point of the scale is 30, a score which indicates that an individual favors the same number of statements which, in the construction of the test, were found to be radical as he does statements found to be conservative. The

fact that "high" scores were assigned to conservative attitudes and "low" scores to radical attitudes has, of course, no significance.

4. Not unmindful of the criticism sometimes made of the measurement of verbalized attitudes (2), two special precautions have been taken in this study.

(a) Students were encouraged to indicate their attitudes frankly with or without signing their names to the papers. However, as indicated in the study reported by Corey (3) this precaution is probably unnecessary.

(b) It was made clear to the student that his expression would in no way affect his standing at his college but that the unscored papers would be sent directly to the writer where all individual expressions are held strictly confidential. As an additional device to indicate the freedom with which students would or would not express themselves, a supplementary test was added measuring attitude toward the college or university now attended. If restraint in student expression is felt anywhere on the test it should be expected to appear when he is invited to express his attitude, favorable or unfavorable, toward the college attended. Yet in this device to "test the test" the utmost freedom seems evident. Sixteen of the institutions studied include students who are strongly antagonistic toward the institution attended. Every institution includes students strongly favorable with the median for all institutions slightly above the "neutral" point. Furthermore, seniors whose choice of college is now practically irrevocable are only slightly more favorable toward their college than freshmen.

5. This study is based on data from 18 institutions which may be classified as follows: Four state universities, three of which are located in the Mid-West, and one in the South. Six Lutheran colleges of which three are located in the Mid-West, two in the East (east of Chicago), and one in the South. Three institutions are affiliated with the Society of Friends, all of which are in the Mid-West. One representative institution is included from each of the following church groups: Catholic, Methodist, Presbyterian, Seventh Day Adventist, and United Brethren, all of

which institutions are west of the Mississippi. The study is based on responses from a total of 3,758 students attending these 18 institutions, a total of nearly a quarter million responses.

6. The first group of test booklets were sent to the coöperating institutions in May, 1936, with the request that they be given to seniors, juniors and sophomores. In August of 1936, other booklets were sent with the request that they be administered to the incoming freshmen. It was emphasized that the testing should be done as promptly after the opening of school as possible—before the school should have much opportunity to influence student attitudes. Since the tests were not sent to the coöperating institutions before August and were returned to the writer in October or early November, freshman testing must have occurred near the beginning of the freshman's college career. Since the seniors, for the most part, were tested in May of 1936, shortly before graduation, we may assume approximately four years of institutional influence.* Thus we have data from seniors just before graduation, data from freshmen shortly after admission to college, and only four months of time between the two tests. Although the writer plans to retest these same freshmen in May of 1940 before graduation in order to note attitude changes within the same individuals, it is doubtful if those data will be as significant in connection with our present problem. Time of testing may prove to be the most important factor in attitude studies. The four years of college may see overwhelming attitude changes on the part of the general public. We need only think of attitudes toward such issues as prohibition, repeal, war, New Deal. Hence in comparing freshman attitudes with those of seniors, we must emphasize the importance of minimizing the time factor as far as possible.

7. In the interest of strict impartiality, we have omitted the names of the coöperating institutions. Hence we shall refer to "State University A", to "Lutheran College F" in our discussion.

* The institutional influence is only "approximate" due to the fact that some students complete college in three years, others in five years, still others are transfer students. The number of irregulars is small, however, and four years is approximately correct.

In reporting this investigation, we shall first consider the attitudes of students in four state universities. This will be followed by a study of the attitudes of students in 14 church affiliated colleges which are arranged by denomination in the order of the number of students participating in this study. Possible sex differences will be briefly presented and the data from the entire group of institutions summarized.

STATE UNIVERSITIES

Of the four state universities participating in this investigation, it will be recalled that three are located in the Mid-West and one in the South. Most of the 1,032 students studied are attending the colleges of liberal arts or the teachers colleges in these universities. Since the other professional schools of these universities usually have much smaller enrollments than the two colleges named, and since the other technical colleges usually require some preliminary study in the college of liberal arts, we believe these students are fairly representative of the university student groups. In speaking of university students, however, the reader should bear in mind that we refer to groups consisting largely of students from the colleges of liberal arts and from the teachers colleges.

In reporting this investigation, it shall be our purpose to present actual data with a minimum of theoretical interpretation of these data. Hence, even at the expense of brevity and simplicity the tables have been constructed to indicate the intervals into which the actual scores of *every individual* student fall in addition to the measures of central tendency and of dispersion. Thus in Table I is found the distribution of student scores for each of the four classes and total. Mean scores and standard deviations are shown in the lower part of the table. Since the number of students tested varies from class to class, the percentage of the group falling in each interval is more meaningful than the actual number and has therefore been added for convenient comparison.

Those who have been concerned over the reports of "radicalism on the campus" will be somewhat surprised at the data in the

right-hand column of Table I. Instead of radicalism, it will be noted that the mean score for the entire group tested in the four state universities is 32.88, definitely on the conservative side of the neutral point of the scale, 30. Furthermore as one reads up in this column, it will be noted that only 70 persons of the 1,032 students, less than 7% of the group, have scores which fall in the area from 0 to 20 which might be called radical. Contrast this with the 179 persons or almost 18% of the group whose scores are in the "reactionary" area, 40 to 60. Two-thirds of

TABLE I

CONSERVATIVE-RADICAL ATTITUDES BY CLASSES IN FOUR STATE UNIVERSITIES

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54	4	0.8	1	0.6					5	0.5
45-49	31	6.1	4	2.3	3	1.8	3	1.7	41	4.
40-44	94	18.4	13	7.3	21	12.4	10	5.7	138	13.4
35-39	171	33.5	44	24.7	31	18.3	27	15.4	273	26.4
30-34	125	24.5	41	23.0	40	23.7	36	20.6	242	23.4
25-29	57	11.2	34	19.1	43	25.4	36	20.6	170	16.5
20-24	19	3.7	25	14.0	21	12.4	28	16.0	93	9.0
15-19	6	1.2	8	4.5	4	2.4	18	10.3	36	3.5
10-14	3	0.6	5	2.8	3	1.8	11	6.2	22	2.1
5-9			2	1.1	3	1.8	5	2.9	10	1.0
0-4			1	0.6			1	0.6	2	0.2
Totals	510	1.00	178	1.00	169	1.00	175	1.00	1032	1.00
Mean *	35.86		30.87		31.26		27.78		32.88	
S.D. _{dis.}	6.62		8.38		7.86		9.14		8.25	

* Freshman-senior difference 8.08, P.E._{diff.} .51.

the group, 67%, are above the mid-point in the scale—on the side of conservatism. These data in addition to the arithmetic mean for the entire group seem to be rather emphatically conservative.

Reassuring as these data may seem to those who would retain "status quo", these four state universities can by no means be considered "pillars of conservatism". Turning our attention to the four years into which the student group has been divided, we see that freshmen, most of whom were admitted to a university in September, 1936, have a mean score of 35.86 and are by far the most conservative class in these universities. More than

83% of the freshmen are above the midpoint in the scale—on the conservative side. Only nine individuals out of 510 freshmen, approximately 2% of the class, are below 20 in the scale. On the other hand, 25% of the freshmen are in the area, 40–60, which may be considered extremely conservative or reactionary. A sharp decline in mean scores is seen for the sophomores which class is near the mid-point, 30.87. The juniors show a slightly larger mean while the seniors furnish the lowest mean of the group, 27.78. The senior group is the only one to fall below the mid-point of the scale as a group. Yet their mean is only half as far from 30 as the freshmen are on the conservative side of the same point.

Although there is no presumption that differences in class scores represent the changes one should find if the same students were retested as they advance through college, it is of interest to note the differences which do exist, their consistency and the general direction of these differences. The greatest difference between classes in these universities is between freshmen and seniors, a difference of 8.08 with a P.E. of the difference of .5062. Hence this difference is not only statistically significant, but is four times greater than is necessary to be statistically significant. The direction of the differences is "downward", toward liberalism, as we pass from freshman to senior with only the slight reversal of direction between sophomore and junior classes.

Of no less interest is a comparison of the dispersion of scores in the four classes. The extent of the dispersion is indicated in the percentage columns. From the more compact measure, the standard deviation, it will be noted that the freshmen, the class with the highest mean scores toward conservatism, also show the greatest homogeneity. The scores cluster closely about the mean as shown by the smallest standard deviation of the distribution. It is interesting to note that as the means decrease from freshman to senior, the dispersion of scores increase. The only exception to the regular increase of S.D.'s is again the small reversal of trend between sophomores and juniors. When one considers the diversity of backgrounds from which students come as freshmen;

rich homes, poor homes, rural, urban, laboring groups, capitalistic groups, liberal or conservative parents, one might reasonably expect the diversity of attitude scores to be greater among freshmen entering than among seniors who have been together under the same "collegiate roof" for nearly four years. The opposite seems to be the case. On the other hand it is argued that the purpose of a university is to stimulate thinking (9). If a university is reasonably successful in this purpose—if seniors actually do more thinking—we should perhaps not be surprised if the seniors also show the greatest diversity of attitude.

TABLE II
A COMPARISON OF FOUR STATE UNIVERSITIES AS TO CONSERVATIVE-RADICAL STUDENT ATTITUDES

College Scale	"A"		"B"		"C"		"D"		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54	1	0.3			4	0.7			5	0.5
45-49	18	5.7	5	4.7	17	3.1	1	1.9	41	3.9
40-44	51	16.1	20	18.7	66	11.9	1	1.9	138	13.4
35-39	113	35.6	29	27.1	114	20.6	17	31.4	273	26.5
30-34	68	21.5	29	27.1	133	24.0	12	22.2	242	23.4
25-29	45	14.2	12	11.2	101	18.2	12	22.2	170	16.5
20-24	13	4.1	11	10.3	61	11.0	8	14.8	93	9.0
15-19	3	0.9	1	0.9	30	5.4	2	3.7	36	3.5
10-14	4	1.3			18	3.3			22	2.1
5-9	1	0.3			9	1.6			10	1.0
0-4					1	0.2	1	1.9	2	0.2
Totals	317	100.	107	100.	554	100.	54	100.	1032	100.
Mean	35.21		34.69		31.39		30.83		32.88	
S.D. _{att.}	6.96		6.81		8.84		7.52		8.25	

Students who have learned something of the art of independent thinking should indeed be less likely to accept stereotyped opinions, less likely to be in agreement, and also less likely to accept "whatever is as right". Also in this group of students, it seems that the more conservative the group, the greater the homogeneity.

We have considered the students from four state universities taken together. Yet there are those who maintain that every institution is different from every other in atmosphere, morale, and other factors presumed to affect student attitudes. The extent to which these four universities differ from one another is indicated in Table II. Differences in both means and dispersion of scores are evident. Again we note that the most con-

servative groups, universities "A" and "B", also show the greatest homogeneity. Furthermore, the least conservative institution, "D" shows much greater dispersion of scores. These state universities range from University "A" with a mean score of 35.21 to University "C" with mean of 31.39 for the 554 students tested there. However, all four state universities are definitely on the conservative side of the scale with University "A" five points above the mid-point of the scale. It would be difficult to explain these institutional differences in terms of geographic location since the most conservative and the least conservative institutions are both located in the Mid-West.

In conclusion, our sampling of student opinion seems to indicate:

1. That these four state universities as a group and individually are definitely on the conservative side of the scale.
2. Freshmen are most conservative, seniors least conservative among the four classes. The freshman-senior difference is emphatic, four times greater than necessary for statistical significance.
3. Greatest homogeneity was shown among freshmen, least among seniors.
4. The four state universities differ from one another both in mean scores of conservative-radical attitudes and in the dispersion of scores.

LUTHERAN COLLEGES

The six colleges affiliated with Lutheran church groups should be fairly representative of Lutheran colleges in general. We have in this group, colleges affiliated with three independent synodical bodies. Three of the colleges are in the Mid-West, two in the East, and one in the South. Five institutions are full four-year colleges while one is a junior college.

Where do students attending these Lutheran colleges stand on a conservative-radical continuum? How do these students react to our scale made up of such controversial issues as free trade, communism, divorce, joining the League of Nations? The column at the right of Table III indicates that in these institutions

also, we find not radicalism, but attitudes definitely on the side of conservatism. The degree of conservatism is even higher than in the preceding group, the state universities. The mean here, 35., is exactly five points above the mid-point at which the author of the scale found the 50th percentile of his group of 580 students. In other words, this group of 1,182 students attending Lutheran colleges agree with the conservative view on 35 out of 60 issues. Moreover, as one examines the actual mean scores shown in this column, it will be noted that only 10 persons out

TABLE III

CONSERVATIVE-RADICAL ATTITUDES BY CLASSES IN SIX LUTHERAN COLLEGES

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54	2	0.3	1	0.5					3	0.2
45-49	26	4.1	14	7.5	3	2.2	6	2.8	49	4.1
40-44	132	20.6	32	17.0	11	7.9	29	13.7	204	17.2
35-39	245	38.3	66	35.1	36	25.7	51	23.8	398	33.7
30-34	146	22.8	44	23.4	38	27.1	52	24.3	280	23.7
25-29	60	9.4	24	12.8	36	25.7	44	20.5	164	13.9
20-24	17	2.6	3	1.6	10	7.1	25	11.6	55	4.7
15-19	7	1.1	3	1.6	5	3.6	4	1.9	19	1.6
10-14	4	0.6	1	0.5			3	1.4	8	0.7
5-9					1	0.7			1	0.1
0-4	1	0.2							1	0.1
Totals	640	100.	188	100.	140	100.	214	100.	1182	100.
Mean *	36.08		36.04		32.18		32.71		35.00	
S.D. _{dis}	6.26		6.53		6.71		7.24		6.74	

* Freshman-senior difference 3.37, P.E._{diff.} .37.

of 1,182 are in the area, 0 to 15, or most radical, while 52 persons are at the equally extreme reactionary end, 45 to 60. In this investigation, the writer is holding no brief for either conservatism or radicalism. We may comment, however, that those who have been alarmed over "radicalism" among college students may be somewhat reassured by these data which indicate that these students are quite unmistakably on the conservative side. On the other hand, those who may have hoped to see a new era of change in ideals, standards of conduct, social and political institutions spring from our collegiate youth will be even more discouraged with the outlook in these Lutheran colleges than

with that in the state universities. However, we can attribute to the colleges neither the credit nor the blame for these conservative scores. A study of the freshman column, Table III, indicates that the source of conservatism is not in the colleges, but in the student backgrounds before entering college. The most conservative students in these Lutheran colleges are the freshmen admitted in September and tested shortly after their admission. The least conservative are the juniors tested shortly before graduation in May or June. The seniors in these Lutheran colleges are 3.37 points less conservative than freshmen. Not only is this difference statistically significant, but with a Probable Error of only .37, the difference is two times greater than necessary to be statistically reliable. However, since the seniors are still on the conservative side of the scale, they should not be called "liberal". We may rather say that these colleges admit conservative freshmen and graduate less conservative seniors. But where, one may ask, does this four point difference occur as we compare the four classes? It might logically be expected to occur equally between the four classes—one point each year. Such, however, is not the case. The freshmen and sophomores are nearly equal in their strong conservatism, 36.08 and 36.04 respectively. On the other hand, we find the juniors and seniors nearly equal with the less conservative scores, 32.18 and 32.71. In fact, a difference even greater than the difference found between freshmen and seniors actually occurs between sophomores and juniors. It is of more than passing significance that this greatest difference between student attitudes occurs at the dividing point between junior college and senior college years. It is also of interest to note the slightly higher senior mean.

The difference in dispersion of scores is less than it was in the case of the state universities, both by classes and for the group as a whole. Although the number of students in the two groups is not widely different, 1,032 state university students and 1,182 Lutheran college students, the standard deviation for the state university students was 8.20 compared with 6.74 for the Lutheran colleges. This difference is not explained by the possibility of a wider diversity of backgrounds from which state uni-

versity students come since the freshman groups are nearly equal in their close concentration of scores about the rather high conservative mean. The outstanding difference in dispersion is in the senior groups in which the $S.D._{dis.}$ of 9.14 for state university seniors may be compared with 7.24 for Lutheran college seniors. We have already noted the close relation between conservatism and small dispersion of scores. Since the present difference in dispersion between the two senior groups is accompanied by a

TABLE IV

A COMPARISON OF SIX LUTHERAN COLLEGES AS TO CONSERVATIVE-RADICAL ATTITUDES

College	"E"		"F"		"G"		"H"		"I"		"J"	
Scale	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59												
50-54	2	1.0	1	0.5								
45-49	8	4.1	8	3.6	7	3.9	9	3.7	5	6.0	12	4.6
40-44	38	19.4	39	17.8	57	31.8	24	9.8	20	24.1	26	9.9
36-39	65	33.1	78	35.6	63	35.2	66	27.1	36	43.4	90	34.8
30-34	46	23.5	48	21.9	39	21.8	70	28.7	11	13.3	66	25.3
25-29	22	11.2	32	14.6	11	6.2	56	23.0	7	8.4	36	13.7
20-24	11	5.6	9	4.1	2	1.1	12	4.9	2	2.4	19	7.2
15-19	3	1.6	3	1.4			5	2.0	1	1.2	7	2.6
10-14			1	0.5			1	0.4	1	1.2	5	1.9
5-9							1	0.4				
0-4	1	0.5										
Totals	196	100.	219	100.	179	100.	244	100.	83	100.	261	100.
Mean	35.41		35.26		37.61		33.25		36.90		33.75	
S.D.	6.99		6.47		5.10		6.62		6.42		7.20	

reliable difference in conservatism (Tables I and III), it may be partly accounted for by the relationship between dispersion and conservatism.

Much has been written about colleges with a "distinctive atmosphere", "unique character", "characteristic attitudes". Some differences in student attitudes are found here even among colleges of the same denomination. A comparison of the attitude scores found in each of the six Lutheran colleges is shown in Table IV. College "G" is outstanding with a decidedly conservative mean score of 37.61. Furthermore, 93% of these 179 students in "G" have mean scores above the mid-point of the scale, that is, on the conservative side of the scale. As may be expected, this, most conservative of the six institutions, is also

the most homogeneous in the dispersion of scores, $S.D._{dis}$, 5.10. The lowest mean score, 32.25, is found in College "H" and not 200 miles away from "H" is College "E" with a mean of 35.41. Without violating the confidence of the institutions participating in this study we may say that among these Lutheran colleges, we find the highest conservatism in the South, the least conservative attitudes in the Mid-West, while the schools east of Chicago show attitudes ranging in conservatism between the other two geographical groups.

By way of further analysis of the data presented in Table IV we may add that selection of students seems to account for these institutional differences only in part. College "G", the most conservative institution, admitted freshmen in September which group attained a mean of 36.40 contrasted with the freshmen admitted to College "J" at the same date whose mean score was 34.52. This difference of less than two points cannot account for the difference between the institutions of nearly four points. This larger difference must be sought in the upper classes. In College "G", we find the freshman-senior difference to be 2.33 in favor of conservatism on the part of the seniors while in "J" the freshman-senior difference is 4.11 in the opposite direction—toward liberalism. Here, then, is a difference of 6.44 between colleges "G" and "J" in point of freshman-senior differences. In other words, College "G" admits highly conservative students and demits still more conservative seniors. College "J" admits less conservative freshmen and graduates still less conservative graduates. "To him who hath shall be given" would seem to apply to students enrolling at these colleges. The college selecting the more conservative students has still more conservative seniors and the one selecting the less conservative students has still less conservative seniors.

From these data based on the tests of 1,182 students in six Lutheran colleges the following conclusions seem tenable:

1. The mean scores indicate that these students are unmistakably conservative. Whether we consider the group as a whole, consider the four classes, or consider the individual institutions,

all of the mean scores are definitely on the conservative side of the scale.

2. In the group as a whole, we again find freshmen most conservative and juniors and seniors least conservative.

3. The freshman-senior differences are accounted for chiefly by the differences occurring at the end of the junior college period—between the sophomore and junior classes.

4. A small increase in the dispersion of scores is evident in the order of freshmen, sophomores, juniors, and seniors.

5. Even among colleges of the same general denomination (Lutheran), institutional differences may be noted which cannot be explained on the basis of selection.

6. As to geographic differences, the greatest conservatism was found in the South, the least in the Mid-West, with colleges east of Chicago in positions between the other two groups.

7. The college selecting the more conservative freshmen has still more conservative seniors and the one selecting the least conservative students has still less conservative seniors.

FRIENDS COLLEGES

The fact that three colleges affiliated with the Society of Friends participated in this study adds materially to the value of the study. Here is a church group whose doctrine and general conduct are consistently opposed to taking oaths, opposed to war, and on the other hand is engaged in a vigorous program of social service. We have defined conservatism as an attitude favorable to preserving "status quo" in many fields. The Society of Friends unequivocally opposes "status quo" in the reliance on force in international affairs, it opposes "status quo" in connection with certain other economic and social practices. Obviously, we shall expect less conservatism in this group of students. Table V shows the attitude scores for 387 students in these three Friends colleges. The mean for the group is seen to be 30.09, practically at the mid-point of the scale. This mean is nearly three points less than that for the state universities and almost five points less than the mean for the six Lutheran colleges.

In this group, 12% of the students are in the area near the radical end of the scale, 0 to 20, while 11% or almost the same number are in the upper intervals, 40 to 60. The dispersion of scores as measured by the S.D._{dis.} is nearly the same as in the state universities and is considerably greater than in the Lutheran colleges.

TABLE V

CONSERVATIVE-RADICAL ATTITUDES BY CLASSES IN THREE FRIENDS COLLEGES

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54										
45-49	4	2.1	1	1.2	1	1.7			6	1.5
40-44	31	16.3	5	6.1			2	3.5	38	9.8
35-39	40	21.1	9	11.0	6	10.4	6	10.5	61	15.8
30-34	56	29.5	25	31.7	9	15.5	13	22.8	104	26.9
25-29	35	18.4	22	26.8	11	19.0	12	21.1	80	20.7
20-24	16	8.4	9	11.0	16	27.6	10	17.6	51	13.2
15-19	7	3.7	8	9.8	11	19.0	10	17.5	36	9.3
10-14					2	3.4	2	3.5	4	1.0
5-9	1	0.5	2	2.4	2	3.4	2	3.5	7	1.8
0-4										
Totals	190	100.	82	100.	58	100.	57	100.	387	100.
Mean *	33.05		29.33		25.17		26.36		30.09	
S.D.	7.11		7.51		7.95		8.17		8.14	

* Freshman-senior difference 6.69, P.E._{diff.} .81.

Again we find freshmen more conservative than any of the upper classes. From the freshman mean of 33.05 we may pass to the sophomores where the mean is almost three points less, then to the lowest group, the juniors with their mean of nearly five points below the mid-point of the scale. Strangely enough, the seniors are slightly more than a point higher than the juniors; however, both of these upper classes are definitely below the mid-point. Again we find the greatest difference between classes at the close of the junior college period. The freshman-senior difference is 6.69 in the direction of liberalism which is more than eight times the P.E._{diff.} .81. This freshman-senior difference is nearly midway between the difference of 8.08 found in the state universities and the difference of 4.10 in the six Lutheran colleges. All three of these differences involving thirteen colleges and universities are in the direction of less conservatism for the senior classes.

Turning to Table VI we again note that institutions of the same denomination are not necessarily similar in student attitudes toward social, political and personal issues. Colleges "K" and "L" are nearly the same in mean scores, but College "K" shows the wider dispersion of scores as measured by the standard deviation. Inspection of the column of percentages reveals that

TABLE VI
A COMPARISON OF THREE FRIENDS COLLEGES AS TO CONSERVATIVE-RADICAL ATTITUDES

Scale	College "K"		"L"		"M"		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59								
50-54								
45-49	5	2.6			1	1.4	6	1.5
40-44	14	7.2	11	9.2	13	17.8	38	9.8
35-39	28	14.4	17	14.2	16	21.9	61	15.8
30-34	52	26.8	31	25.8	21	28.8	104	26.9
25-29	36	18.6	28	23.3	16	21.9	80	20.7
20-24	28	14.4	20	16.7	3	4.1	51	13.2
15-19	22	11.3	11	9.2	3	4.1	36	9.3
10-14	3	1.6	1	0.8			4	1.0
5-9	6	3.1	1	0.8			7	1.8
0-4								
Totals	194	100.	120	100.	73	100.	387	100.
Mean	29.18		29.54		33.45		30.09	
S.D.	8.69		7.46		6.65		8.14	

16% of the students at "K" have mean scores in the four lowest intervals of the scale, 0 to 20. College "M" is more than three points higher in the scale of conservatism than the other two and apparently also more homogeneous than the other two institutions.

In conclusion, these data from 387 students in three colleges affiliated with the Society of Friends indicate:

1. A mean score for the entire group of 30.09 which is almost exactly at the mid-point of the scale.
2. These students are less conservative as a group than either the state universities or the Lutheran colleges.
3. The dispersion of scores is nearly the same as in the case of the state university students and considerably greater than in the case of the Lutheran college groups.
4. Freshmen are again more conservative than seniors. The

freshman-senior difference of 6.69 is nearly midway between the freshman-senior difference in state universities and in Lutheran colleges.

Institutional differences are noted in both mean scores in which "M" is definitely more conservative than the other two, and in dispersion of scores in which each college is different from the others of this group.

TABLE VII
CONSERVATIVE-RADICAL ATTITUDES IN A METHODIST UNIVERSITY

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54										
45-49	1	0.4	1	1.4					2	0.5
40-44	35	13.7	7	10.0	5	8.6	2	3.8	49	11.2
35-39	89	34.8	20	28.6	9	15.5	6	11.3	124	28.4
30-34	59	23.0	20	28.6	7	12.1	16	30.2	102	23.3
25-29	47	18.3	10	14.3	15	25.9	13	24.5	85	19.5
20-24	19	7.4	9	12.8	17	29.3	12	22.6	57	13.0
15-19	3	1.2	1	1.4	1	1.7	2	3.8	7	1.6
10-14	3	1.2	2	2.9	3	5.2	2	3.8	10	2.3
5-9					1	1.7			1	0.2
0-4										
Totals	256	100.	70	100.	58	100.	53	100.	437	100.
Mean *	33.59		32.36		28.19		28.63		32.08	
S.D.	6.40		7.16		8.06		6.63		7.16	

* Freshman-senior difference 4.96, P.E._{diff.} .67.

METHODIST UNIVERSITY

From among the large number of institutions affiliated with this church denomination, we present data based on the responses of 437 students at University "N". Table VII indicates that the group as a whole is on the conservative side of the scale. The mean for this university is 32.08, more conservative than the Friends colleges, slightly less so than the state universities and nearly three points less conservative on our scale than were the Lutheran colleges. Again we find freshmen most conservative—but the score is not high. This Methodist university apparently admits students who are approximately two points less conservative than the freshmen at the four state universities and nearly three points less than the students admitted at the six Lutheran colleges.

The mean score of freshmen admitted to this university is almost the same as that of the freshmen admitted to the three Friends colleges. As was the case in the three Friends colleges, so here too, we shall not find the explanation in a clustering of scores at the radical end of the scale. Here, too, it is possible that the Methodist church program, which has in recent years been rather vigorous in opposing militarism and promoting ideals which can hardly be called maintaining "status quo", has had its effect on the attitudes of freshmen selecting Methodist institutions. Be that as it may, it is evident that the two upper classes are still less conservative. Again we may note the sharp difference between the sophomore and junior years rather than a regular decrease in conservatism as we compare class with class from freshman to senior. The difference between sophomores and juniors, 4.17, is not only statistically significant, but it is within .79 of the difference between freshman and senior classes, 4.96. For the sake of comparison with other institutions, we may add that the latter difference is more than seven times greater than the $P.E._{diff.}$.67. Compared with Lutheran colleges, this Methodist institution enrolls less conservative freshmen and graduates not only less conservative seniors, but seniors who are farther from the attitudes of the freshmen than is the case among the Lutherans. The dispersion of scores is greatest among the juniors who also have the lowest mean score. Again, the dispersion is least among the more conservative freshmen.

In conclusion, we note that:

1. The students as a whole at this Methodist university are slightly conservative, more so than students at the three Friends colleges, less conservative than students at state universities and Lutheran colleges.
2. University "N" admits freshmen who are less conservative than those of other institutions and juniors and seniors in this university are still less conservative.
3. The greatest difference between classes again occurs between the sophomore and the junior classes.
4. The dispersion of scores from the mean is least among freshmen and greatest among juniors.

PRESBYTERIAN

The data based on the responses of 284 at College "O", which is affiliated with the Presbyterian Church, indicates rather definite conservative attitudes for the group as a whole. However, since the freshmen are so much more numerous than the students listed in the three upper classes, we shall not dwell on the total score, but turn immediately to the classes as shown in Table VIII. We

TABLE VIII
CONSERVATIVE-RADICAL ATTITUDES IN A PRESBYTERIAN COLLEGE

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54										
45-49	8	3.9							8	2.8
40-44	33	16.2	2	10.0	2	6.5	2	6.9	39	13.7
35-39	75	36.8	6	30.0	8	25.8	6	20.7	95	33.5
30-34	56	27.4	6	30.0	5	16.1	9	31.0	76	26.8
25-29	19	9.3	3	15.0	8	25.8	7	24.1	37	13.0
20-24	11	5.4	3	15.0	5	16.1	3	10.4	22	7.7
15-19	2	1.0			2	6.5			4	1.4
10-14					1	3.2	2	6.9	3	1.1
5-9										
0-4										
Totals	204	100.	20	100.	31	100.	29	100.	284	100.
Mean	35.39		35.00		29.91		30.60		34.12	
S.D.	5.98		6.02		7.50		7.24		6.25	

note here that the 204 freshmen are decidedly conservative as shown by the mean score of 35.39. Of the groups listed so far, only the Lutheran freshmen exceed this score and that only by one scale point. Only 1% of these freshmen are in the area, 0 to 20, contrasted with 20% in the extremely conservative area, 40 to 60. As we study the several classes it will be noted that in none of them does the mean go below the mid-point of the scale. The freshman-senior difference is 4.79 with the seniors less conservative.

It is interesting again to note that the greatest difference between classes is between sophomores and juniors, a difference of 5.09. The dispersion of scores among freshmen is the smallest of any of the 15 colleges studied thus far with the one exception, the most conservative Lutheran college "G" which

had a S.D. of only 5.89. The S.D._{dis.} for the freshmen in this Presbyterian college is almost as low, 5.98. The sharp increase in the measure of dispersion again comes between the sophomores and junior groups.

We may then conclude that:

1. This Presbyterian college is definitely on the conservative side of this scale—only one of the four classes has a mean below the mid-point.

TABLE IX
CONSERVATIVE-RADICAL ATTITUDES IN AN ADVENTIST COLLEGE

Scale	Freshmen No. Pct.	Sophomores No. Pct.	Juniors No. Pct.	Seniors No. Pct.	Totals No. Pct.
55-59					
50-54					
45-49	14 8.5				14 7.7
40-44	43 26.1			5 27.7	48 26.2
35-39	68 41.2			4 22.2	72 39.3
30-34	31 18.8			5 27.8	36 19.7
25-29	8 4.8			1 5.6	9 4.9
20-24				2 11.1	2 1.1
15-19	1 .6			1 5.6	2 1.1
10-14					
5-9					
0-4					
Totals	165 100.			18 100.	183 100.
Mean	38.11			34.17	37.72
S.D.	5.15			7.45	5.55

2. The freshmen are decidedly conservative, exceeded in this respect only by the Lutheran group out of the 15 institutions studied so far.

3. The freshman-senior differences in mean scores and in measures of dispersion are substantial, but in both cases these are less than the sophomore-junior differences.

SEVENTH DAY ADVENTIST

From among the colleges affiliated with this denomination, we present the data based on the responses of 183 students at College "P". Only freshmen and seniors were tested in this college. Obviously this denomination cannot be said to favor "status quo" in some respects. Yet as we study Table IX, we

note the highest mean score of conservatism of any of the 16 institutions so far studied. The freshman group of 165 students show a mean of 38.11, more than eight points above the mid-point. In the area, 0 to 20, we find only one student, less than 1% of the group as contrasted with 34% in the highly conservative part of the scale, 40 to 60. These scores cluster so closely about the mean that we have here next to the smallest standard deviation in the entire group of 18 institutions. Although the number of seniors is too small for dependable conclusions, it is interesting to note that the trend is toward less conservatism in the upper class. A freshman-senior difference of 3.94 in the direction of less conservatism for seniors is in marked contrast with the opposite situation in the case of the most conservative Lutheran college, "G".

In conclusion, the data from 183 students at this Adventist college indicate that:

1. The freshman and senior classes combined constitute the most conservative group thus far reported.
2. The freshman group is more than eight points above the mid-point of the scale indicating a decided conservatism.
3. The freshman group is the most homogeneous group as indicated by the smallest standard deviation found in the 18 colleges and universities included in this investigation.
4. The freshman-senior difference is again in the direction of less conservative attitudes on the part of seniors.

UNITED BRETHREN

This study included data from 155 students in attendance at College "Q", an institution affiliated with the United Brethren Church. Upon examining the data shown in Table X, it will be seen that the group as a whole is conservative, the mean score for the four classes being slightly above 34. This institution is unusual in the small freshman-senior difference. The sophomore-junior difference, 3.71, is more marked. With the

small number of students tested in the upper classes no far-reaching conclusions should be made without further investigation. Among the 101 freshmen, it is significant to note that only 4% of these students are in the "radical" area, 0 to 20, as contrasted with 24% in the upper area, 40 to 60. The dispersion of scores is greatest among freshmen.

TABLE X

CONSERVATIVE-RADICAL ATTITUDES IN A COLLEGE OF THE UNITED BRETHREN

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54										
45-49	7	6.9							7	4.5
40-44	18	17.8	3	10.					21	13.5
35-39	27	26.7	11	36.7	3	21.4	3	30.0	44	28.4
30-34	31	30.7	6	20.0	5	35.7	4	40.0	46	29.7
25-29	11	10.9	8	26.7	1	7.2	2	20.0	22	14.2
20-24	3	3.0	1	3.3	4	28.5	1	10.0	9	5.8
15-19	3	3.0			1	7.2			4	2.6
10-14	1	1.0	1	3.3					2	1.3
5-9										
0-4										
Totals	101	100.	30	100.	14	100.	10	100.	155	100.
Mean	35.17		33.00		29.29		32.00		34.02	
S.D.	7.02		6.50		6.44		4.72		6.98	

We may briefly conclude:

1. This college of the United Brethren church is conservative as measured by our scale and the classes are fairly homogeneous as indicated by the measure of dispersion.

2. Although the small number of students in the upper classes forbids conclusions, it is interesting to note that the sophomore-junior difference is again greater than the freshman-senior difference.

CATHOLIC

In Catholic College "R", we have comparatively small numbers again, hence conclusions, if any, should be drawn only with

extreme caution. Those who know of the long centuries of history back of this church will scarcely be surprised to find conservative attitudes in Catholic colleges. The data in Table XI, however, are certainly beyond expectation. When we recall that 30 represents the mid-point of our scale, the total mean score of 42.35 is little short of amazing. In studying other institutions, we have been citing the percentage of students found in the two extreme areas, 0 to 20 and 40 to 60. At College "R"

TABLE XI
CONSERVATIVE-RADICAL ATTITUDES IN A CATHOLIC COLLEGE

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54	2	5.4							2	2.0
45-49	13	35.1	11	45.9	6	25.8	3	18.8	33	33.7
40-44	15	40.6	5	20.8	8	38.1	10	62.5	38	38.8
35-39	4	10.8	5	20.8	5	23.8			14	14.3
30-34	3	8.1	2	8.3	1	4.8	2	12.5	8	8.2
25-29					1	4.8	1	6.2	2	2.0
20-24			1	4.2					1	1.0
15-19										
10-14										
5-9										
0-4										
Totals	37	100.	24	100.	21	100.	16	100.	98	100.
Mean	43.44		42.08		41.55		41.25		42.35	
S.D.	4.90		6.44		5.26		5.46		5.56	

we find that out of 98 students, *not one person* of the group is in the area below 20, while on the other hand we find almost 75% of this student group in the extremely conservative area, 40 to 60. In the freshman class, we find 81% of the group in this upper area. Moreover, not one freshman falls below the mid-point of the scale. A consistent decrease in conservatism is shown as we look at each of the higher classes. However, even the seniors show a mean above 40—the entire group in this most conservative area. The homogeneity of the classes is not markedly greater than it was for some of the other groups with much smaller mean scores which should indicate that no more stereo-

typed attitudes obtain here than elsewhere. These students apparently vary among themselves about as much as other students but their dispersion of scores is about the much higher mean. Since all of the students in College "R" are girls, we have a sex factor which would reduce the mean somewhat. However, as we shall note in the next section, the sex factor is not sufficient to account for mean scores so much more conservative than those of any other institution studied.

In conclusion, insofar as conclusions can be drawn from our small numbers, these data indicate:

1. That this Catholic institution is far more conservative than any other institution included in this investigation.
2. There is no increase in conservatism as one studies the higher classes, but a small decrease of slightly more than two points exists between the freshman and senior classes.
3. The dispersion of scores about these extremely high mean scores is not markedly different from that of other student groups. Students at this Catholic institution vary among themselves about as widely as some other groups studied.

SEX DIFFERENCES

For the purpose of comparing sex differences in attitude on this conservative-radical continuum, we are fortunate in having our entire group of 3,758 students quite evenly divided between male and female. This study includes 1,731 men and 2,027 women. Turning to Table XII, the reader will note that the mean for the 2,027 women is 34.64 compared with the mean of 32.78 for the 1,731 men—a difference of 1.86 with women the more conservative. The significance of this sex difference may be seen by noting the small probable error of .16, only one eleventh of the difference.

Are these sex differences in attitudes instilled during college years? Obviously, we cannot give a complete answer, but judg-

ing from the mean scores shown in Table XII, the sex differences obtain in the freshman class and seem to persist in each one of the higher classes. Furthermore, the difference invariably indicates greater conservatism among college women. One of the greatest sex differences is found in the group of 2,103 freshmen in which females lead in conservative scores by 1.83. In the sophomore groups, the sex difference is smallest, women still

TABLE XII

SEX DIFFERENCES AS SHOWN BY CONSERVATIVE-RADICAL ATTITUDES IN EIGHTEEN COLLEGES

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals		Total
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
55-59											
50-54	1	7	2						3	7	10
45-49	32	72	5	26	2	11	2	10	41	119	160
40-44	135	226	28	39	14	33	20	40	197	378	575
35-39	341	378	67	94	46	52	51	52	505	576	1081
30-34	267	240	61	84	54	51	67	70	449	445	894
25-29	133	104	46	55	58	57	50	66	287	282	569
20-24	45	40	21	30	38	35	49	32	133	137	290
15-19	21	8	9	11	12	12	15	20	57	51	108
10-14	8	3	5	4	6	3	9	11	28	21	49
5-9		1	2	2	3	4	4	3	9	10	19
0-4	1		1					1	2	1	3
Totals	984	1119	247	345	233	258	267	305	1731	2027	3758
Mean *	34.46	36.29	32.40	33.60	29.73	31.65	29.65	30.97	32.78	34.64	33.79
S.D.	6.57	6.23	8.00	7.87	7.59	8.40	8.02	8.75	7.46	7.70	7.65

* Sex difference in the entire group of 18 institutions, 1.86; P.E. .16.
Total sex difference in senior classes, 1.32; P.E. .47.

more conservative than men by a difference of 1.20. In the case of the juniors, in which it will be noted that the mean scores are lower than in the first two classes, the sex difference is again higher, 1.92. The mean score for the senior women is near the mid-point of the scale, 30.97, while men are just below the mid-point, 29.65—a difference of 1.32. It is interesting to note the substantial difference between the sexes in the freshman class compared with the smaller difference existing between the sexes in the senior class. The $P.E._{diff.}$ between the sexes in the senior

group is .47. Although the senior sex difference is only 2.8 times greater than the P.E., the chances are 97 in 100 that the true difference is greater than zero. Thus a study of the classes as well as the total differences should rather conclusively establish the existence of sex differences in attitudes with women the more conservative.

When we turn to the measure of dispersion, we find, contrary to expectation based on evidence of a positive relation between conservatism and homogeneity, that the sex leading in conservatism shows a slightly greater dispersion of scores than males. This is true for the 3,758 students taken together, for the seniors and for the juniors. A notable exception is found in the freshman class in which the standard deviation for males is .34 higher than for females. For the entire group of 3,758, the standard deviation for females is .24 higher than for males. Since we have frequently called attention to freshman-senior differences in mean scores it is interesting to note that both sexes contribute to the generally lower conservatism of seniors. However, the female students, who have the high conservatism at entrance to college, show the greatest decrease in conservatism—a decrease of 5.68 compared with a freshman-senior difference among males of 4.81. Although the freshman-senior difference among females is greater than among males it is to be remembered that in spite of this fact, females remain 1.32 higher on the scale in the senior class.

In view of these data from 1,731 male students and 2,027 female students in 18 institutions, the following conclusions seem warranted:

1. Sex differences in attitudes on a conservative-radical continuum not only exist, but the differences for the entire group is almost three times greater than necessary for statistical significance.
2. The sex differences both by classes and for the group as a whole are invariably in the direction of greater conservatism on the part of female students.

3. A significant difference is found among freshmen where conservatism for both sexes is highest. The junior class shows a sex difference even greater than that of the freshmen and seniors show the smallest differences.

4. When our students are grouped by sex, the relationship between conservatism and homogeneity previously noted seems to obtain only in freshman and sophomore groups.

TABLE XIII

CONSERVATIVE-RADICAL ATTITUDES IN EIGHTEEN COLLEGES AND UNIVERSITIES

Scale	Freshmen		Sophomores		Juniors		Seniors		Totals	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
55-59										
50-54	8	0.4	2	0.3					10	0.3
45-49	104	4.9	31	5.2	13	2.6	12	2.1	160	4.2
40-44	401	19.1	67	11.3	47	9.6	60	10.5	575	15.3
35-39	719	34.2	161	27.2	98	20.0	103	18.0	1081	28.8
30-34	507	24.1	145	24.5	105	21.4	137	23.9	894	23.8
25-29	237	11.3	101	17.1	115	23.4	116	20.3	569	15.1
20-24	85	4.0	51	8.6	73	14.9	81	14.2	290	7.7
15-19	29	1.4	20	3.4	24	4.9	35	6.1	108	2.9
10-14	11	0.5	9	0.5	9	1.8	20	3.5	49	1.3
5-9	1	0.0½	4	0.7	7	1.4	7	1.2	19	0.5
0-4	1	0.0½	1	0.2			1	0.2	3	0.1
Totals*	2103	100.	592	100.	491	100.	572	100.	3758	100.
Mean	35.63		33.10		30.74		30.36		33.79	
S.D.	6.58		7.90		8.09		8.44		7.65	
P.E.m.	.10		.22		.25		.24		.08	

* Freshman-senior difference, 5.27; P.E._{diff.} .26.

Sophomore-junior difference, 2.36; P.E._{diff.} .30.

5. The freshman-senior difference is greater among females than among males although females are more conservative than males, even in the senior class.

THE EIGHTEEN COLLEGES AND UNIVERSITIES (SUMMARY)

We began this study by asking "how prevalent is radicalism on the college campus?". We now conclude by briefly surveying the data from the 18 colleges and universities taken together. In Table XIII we have indicated the intervals into which the

attitude scores for each one of the 3,758 students fall. In Table XIV the data are summarized by classes and by institutions.

In answer to the question of "radicalism" or "conservatism" on the campus, we turn first to Table XIII. It will be noted that for the entire group of 18 institutions located in various parts of the country, state supported and church supported, for the entire group, the mean score is 33.79, almost four points

TABLE XIV
SUMMARY OF CONSERVATIVE-RADICAL MEASURES BY CLASSES AND BY TYPES OF INSTITUTIONS

Type of College	Freshmen		Sophomores		Juniors		Seniors		Fresh.-Sr.	
	M.	S.D.	M.	S.D.	M.	S.D.	M.	S.D.	Diff.	P.E.*
State Uni.	35.86	6.62	30.87	8.38	31.26	7.86	27.78	9.14	8.08	.50
Lutheran	36.08	6.26	36.04	6.53	32.18	6.71	32.71	7.24	4.10	.37
Friends	33.05	7.11	29.33	7.51	25.17	7.95	26.36	8.17	6.69	.81
Methodist	33.59	6.40	32.36	7.16	28.19	8.06	28.63	6.63	5.16	.67
Presbyt'an	35.39	5.98	35.00	6.02	29.91	7.50	30.60	7.24	4.79	
Adventist	38.11	5.15					34.17	4.45	3.94	
U. Brethren	35.17	7.02	33.00	6.50	29.29	6.43	32.00	4.72	2.63	
Catholic	43.44	4.90	42.08	6.44	41.55	5.26	41.25	5.40	2.19	

* The probable error is not shown for institutions from which we have data for less than 50 seniors. See preceding tables for the numbers from each class in each type of institution.

above the mid-point of the scale. As a group, these students can scarcely be considered radical, but rather definitely inclined toward conservatism. Of this group of 3,758 students coming from 18 different institutions located in the Mid-West, the East, and the South, only 179 individuals, less than 5% of the group, are in the lowest area of the scale, 0 to 20. Of the 3,758 students, only 22 individuals, about one-half of one per cent, are in the radical area from 0 to 10. On the other hand, in the conservative and reactionary area, 40 to 60, we find 745 individuals or approximately 20% as contrasted with 5% in the lowest 20 point area.

The 2,103 freshmen scores are still higher, the mean being 35.63, decidedly conservative. Sophomore mean scores are 25.3

points lower than those of freshmen. The two upper classes are nearly equal with a slightly higher mean for the juniors. Although there is an uninterrupted decrease in mean scores as we pass from freshmen to seniors, in no class does the mean fall below 30 on the scale. The freshman mean, 35.63, $P.E._{av.}$.10, as compared with the senior mean, 30.36, $P.E._{av.}$.24, shows a difference of 5.27 with the freshmen the more conservative. This difference divided by the $P.E._{diff.}$ indicates not only a significant difference, but a difference more than five times as great as needed for a true difference. Although this freshman-senior difference is the largest inter-class difference for the entire group, it is interesting to note the sophomore-junior difference of 2.36 which is nearly two times its $P.E._{diff.}$.30—a difference occurring at the end of the junior college period.

In Table XIV we have summarized data from the various institutional groups placed in juxtaposition for convenient comparison. It is evident from this table, as it was in our more detailed study of each institution, that there are no definitely radical institutions. One institution, Catholic, is strongly conservative. Each of the other groups may be described as conservative or mildly conservative. Perhaps the most outstanding fact in this comparison of institutional types is the differences evident in the column of freshman-senior differences. The greatest freshman-senior difference is found in the four state universities, 8.08. The next highest is 6.69 in the Friends colleges followed by 5.16 in the Methodist university, 4.79 in the Presbyterian college, 4.10 in the group of six Lutheran colleges on down to 2.19 in the most conservative college, a Catholic institution.

In answer to the general question of radicalism or conservatism on the campus we may summarize briefly as follows:

1. Freshmen as a whole and in every institution with only one exception had mean scores more conservative than did the upper classes. For the entire group, the freshman-senior difference is greater than necessary for statistical significance.

2. Generally speaking, the greatest homogeneity as measured by the standard deviation of scores is found among freshmen and least among seniors.

3. In the case of one institution we find strongly conservative freshmen and even more conservative seniors.

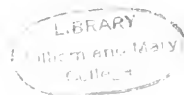
4. Sex differences in attitudes on this continuum not only exist, but they are found in each of the four years of college. The differences are significant and are invariably in the direction of greater conservatism among women.

5. Institutional differences are seen, not only in the total mean scores but also in the amount of freshman-senior differences which ranges from 8.08, the mean difference for the state universities, to 2.19 at a Catholic college.

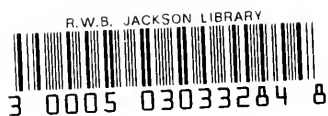
6. In this group of 18 colleges and universities we find not the radicalism attributed to the campus of today, but to the contrary, our data indicates that these students are definitely on the side of conservatism. Only 22 individuals out of 3,758 students showed mean scores in the lowest 10 point area which might be termed "radical".

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